

California Education and the Environment Initiative

Increasing Environmental Literacy for K–12 Students...

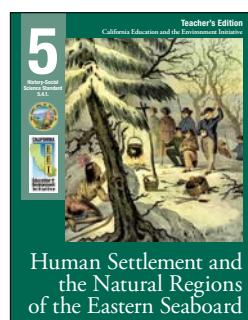
Because the Future is in Their Hands



TEACH COMMON CORE STANDARDS WITH THE EEI CURRICULUM

Created with your needs in mind, this document shows the correlation between the EEI Curriculum and the California Common Core State Standards. By teaching the EEI unit lessons in your classroom, you will be simultaneously addressing the Common Core standards depicted in this guide.

5.4.1.—Human Settlement and the Natural Regions of the Eastern Seaboard



In this unit, students discover how ecosystems, and the goods and services they provided, decisively shaped where and how humans lived on the eastern seaboard. They learn about the ways human decisions affected their interactions with the ecosystems in which they lived. They also learn the value of natural resources to both European settlers and American Indians. Then they learn the ways in which the physical geography and resources of this region attracted and sustained human settlement. They read about how human systems react to natural systems to produce distinctive patterns of settlement. They explore the economic and cultural ideology that European colonists brought to North America, and see how it influenced the ways in which they saw this new environment and decided to make their living there. Finally, they study why people settle where they do, and how the natural world influences such decisions.

		RI.5.1	RI.5.2	RI.5.3	RI.5.4	RI.5.6	RI.5.7	RI.5.10	W.5.1	W.5.2	W.5.4	W.5.8	W.5.9	SL.5.1	SL.5.2	SL.5.5	L.5.1	L.5.2	L.5.3	L.5.4
	California Connections		✓					✓												
LESSONS	1	✓	✓	✓	✓		✓	✓					✓	✓	✓					✓
	2				✓		✓			✓	✓		✓	✓						✓
	3			✓	✓		✓	✓		✓	✓	✓	✓	✓		✓				✓
	4	✓	✓	✓	✓	✓				✓	✓			✓	✓	✓	✓	✓	✓	✓
	5			✓	✓					✓	✓		✓	✓	✓	✓				✓
	Traditional Assessment		✓							✓										
	Alternative Assessment		✓	✓					✓		✓		✓				✓	✓	✓	
COMMON CORE STANDARDS																				

Note: For your reference, the list of California Common Core State Standards abbreviations is on the following page.

Using the EEI-Common Core Correlation Matrix

The matrix on the front page identifies a number of Common Core standards that are supported by this EEI unit. However, the check marks in the matrix do not necessarily signify that the Common Core standards checked will be taught to mastery by using this EEI unit alone. Teachers are encouraged to select which Common Core standards they wish to emphasize, rather than teaching to every indicated standard. By spending more time on selected standards, students will move toward greater Common Core proficiency in comprehension, critical thinking and making reasoned arguments from evidence. Teaching this EEI unit will provide opportunities for teachers to implement the shift in instructional practice necessary for full Common Core implementation.

California Common Core State Standards Abbreviations

- **CCCSS:** California Common Core State Standards
- **L:** Language Standards
- **RI:** Reading Standards for Informational Text
- **SL:** Speaking and Listening Standards
- **W:** Writing Standards

Note: Since each Common Core standard includes a breadth of skills, in this correlation, the portion of the standard description that is featured in the Common Core standards applications is cited, using “...” to indicate omitted phrases. For a list of the complete standard descriptions, please see the Common Core Reference Pages located on pages 21–22 of this document.

A Note about Common Core Speaking and Listening Standards

Many of the EEI units provide various learning structures, materials, and groupings that lead toward students working in pairs or small groups to discuss concepts and ideas. This supports the skill in Speaking and Listening Standard 1 “Participate effectively in a range of collaborative discussions (one-on-one, groups...) with diverse partners.” With prior instruction in collaborative discussion techniques, students can be placed in pairs or small groups to discuss the lesson topics. To aid in teacher planning, the lessons are listed below along with their learning structures for whole class, pairs/partners, and/or small groups:

- **Lesson 1:** Whole class, partners
- **Lesson 2:** Whole class, partners
- **Lesson 3:** Whole class, small groups
- **Lesson 4:** Whole class, partners
- **Lesson 5:** Whole class, small groups
- **Lesson 6:** Whole class, small groups

National Geographic Resources

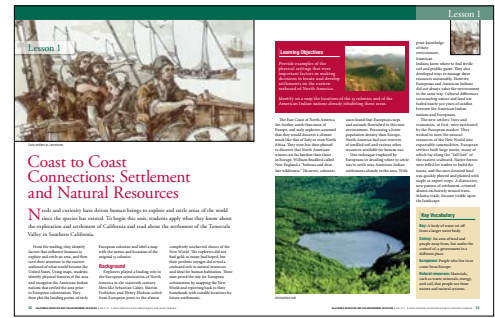
- **Human Geography** wall map (Lesson 1)
- **Physical Map of the Eastern Seaboard** student map (Lesson 1)

Unit Assessment Options

Assessments	Common Core Standards and Applications
Traditional Assessment	
Students complete multiple-choice questions. Then they answer questions by writing paragraphs describing the eastern seaboard of North America and why people settled there, what role the ocean played, how the colonies differed, and what affects the Proclamation of 1763 had on the future.	<p>RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>W.5.2b: Develop the topic with facts, definitions, concrete details,...or other information and examples...</p> <p>Suggestion: Provide students with a copy of the rubric before completing the assessment. Review the components that demonstrate understanding of the materials.</p>
Alternative Assessment	
Students write a letter from the perspective of a new colonist to a sponsor in Europe. Students then analyze a map of the eastern seaboard and label each of the colonies.	<p>L.5.1: Demonstrate command of...standard English grammar and usage...</p> <p>L.5.2: Demonstrate command of...standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.3: Use knowledge of language...when writing...</p> <p>RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical...text.</p> <p>W.5.1: Write opinion pieces on topics, supporting a point of view with reasons and information.</p> <p>W.5.4: Produce clear and coherent writing...in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

Lesson 1: Coast to Coast Connections: Settlement and Natural Resources

Students brainstorm to create a list of natural resources necessary for human settlement and apply it to modern-day California, as well as to the eastern seaboard at the time of colonial settlement. They also use maps to identify where the 13 colonies, natural features, and American Indian nations were located.



National Geographic Resources

- **Human Geography** wall map
- **Physical Map of the Eastern Seaboard** student map

Session 1

Use this correlation in place of the **Procedures** on page 36 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
<p>Use the Dictionary and the vocabulary Word Wall Cards to introduce new words to students as appropriate. These documents are provided separately.</p> <p>Tip: If Dictionary Workbooks need to be reused from year to year, students should not write in them.</p>	<p>L.5.4c: Consult reference materials...to...determine or clarify the precise meaning of key words and phrases...</p> <p>RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text...</p>
Step 1	
<p>Ask students, "If they could live anywhere in the world, where would it be and why?" Call on several students to share why they want to live in that particular place. Make a list on the board of the reasons that students share. (<i>Answers will vary, but should include fun/entertainment, weather, safety, or the availability of certain resources.</i>) Ask students:</p> <ul style="list-style-type: none"> ■ Who were the first people in California? (<i>American Indians</i>) ■ Where did the first Europeans to arrive in California come from? (<i>Russia and Spain</i>) ■ Why did the Spanish and Russians come to California and why did they settle here? (<i>To get resources that were valuable to them, like gold and furs; to claim land for their empires; to spread their religious beliefs.</i>) <p>Explain to students that the natural world and its resources have always played an important role in people exploring new places and deciding where to settle. Tell students that California has many different areas with special natural features that have drawn generations of people from all over the world.</p>	<p>SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b) Follow agreed-upon rules for discussions and carry out assigned roles. c) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Procedures	Common Core Standards and Applications
Step 2	
<p>Point out the location of the Temecula Valley on the Human Geography wall map. Tell students that the “settlement” of Temecula Valley is still going on today and that they are going to find out about who settles there and why. Distribute a Student Edition to each student. Tell them to turn to California Connections: Settling Temecula (Student Edition, page 2) and read the article with the class. Ask students to pay attention to examples of natural resources that drew, and are drawing, people to settle in Temecula. Then, ask students to compare what they read about with the list they generated on the board in Step 1. Add to the list on the board, if necessary.</p>	<p>RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.10: ...read and comprehend informational texts, including history/social studies...texts,...independently and proficiently.</p> <p>Suggestion: After reading the text, have students summarize the story, including key events and excluding less important details.</p>
Step 3	
<p>Ask students, “How did people’s use of the land in Temecula change over time? And why?” (<i>The American Indians used the plants and animals native to the area. As Europeans settled the area, they used a lot of the land for agriculture—both farming and ranching. Eventually, stores, malls, and small specialty farms became the mainstay of the area’s economy. The more people that came to the valley, the more resources were needed and used.</i>)</p> <p>Ask students to describe what happened to the California Indians (Luiseño) that settled in Temecula before other people came. (<i>They lost much of their land until the government gave some back to them. However, they are not always able to use the land and resources the way they want to, even though it is their land.</i>)</p>	<p>SL.5.2: Summarize a written text read aloud or information presented...orally.</p> <p>Suggestion: To increase independent reading proficiency, have students reread the text with a partner, alternating paragraphs and paraphrasing the main idea in each paragraph or section.</p>
Step 4	
<p>Distribute a Student Workbook to each student. Tell students to turn to A Settlement Story (Student Workbook, page 2) and ask them to work with a partner to complete the questions, using California Connections: Settling Temecula and the class list on the board. Give students the remaining class time to complete the task.</p> <p>Tip: If Student Workbooks need to be reused from year to year, students should not write in them. Some strategies teachers use to preserve the workbooks are:</p> <ul style="list-style-type: none"> ■ Have students use binder paper or other lined or unlined paper ■ Have students use a sheet protector over the page and write with a whiteboard marker ■ Do together as a class on a projector or chart paper ■ Project the digital fill-in version and do together as a class ■ Students use digital devices to fill in the digital version found on the website. ■ Make student copies when necessary 	<p>RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>SL.5.1: Engage effectively in a range of collaborative discussions..., building on others’ ideas and expressing their own clearly.</p> <p>d) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>W.5.9: Draw evidence from literary or informational texts to support analysis...</p>

Procedures	Common Core Standards and Applications
Step 5	
<p>Tell students that in the next class session they will explore another part of North America where Europeans settled—where, just as in the story about the Temecula Valley, American Indians had been living for a long, long time.</p> <p>Gather Student Editions.</p> <p>Collect Student Workbooks and use A Settlement Story for assessment.</p>	n/a

Session 2

Use this correlation in place of the **Procedures** on pages 37–38 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Step 1	
<p>Distribute a Physical Map of the Eastern Seaboard student map to each student. Project European Landings on the Eastern Seaboard (Visual Aid #1). Remind students that in the last session they read about an area of California where people have settled over time (Temecula). Ask students to describe the area of the world they see on the map they have. (<i>The eastern United States</i>) Explain to students that, for the first part of this lesson, they should think about this area as it might have been before people ever settled there.</p>	<p>RI.5.7: Draw on information from multiple print or digital sources...</p> <p>SL.5.1: Engage effectively in a range of collaborative discussion..., building on others’ ideas...</p>
Step 2	
<p>Ask students, “According to the map, what are the major natural features of this part of the country?” (<i>Ocean, coast, bays, rivers, islands, mountains, forests, grasslands, marshes</i>) Ask students, “Where would you settle on this land if you were the first person to arrive here, and why?” (<i>Answers will vary, but may include near the coast or on a river to use for food and transportation, close to the mountains for safety, near woods to use the trees for building homes, in the grasslands so that you could farm.</i>)</p>	<p>SL.5.1: Engage effectively in a range of collaborative discussion..., building on others’ ideas...</p> <p>Suggestion: Label each part of the map with the terms.</p> <p>Suggestion: Provide students with sentence stems to complete and share with each other. Example: “I would settle near a _____ because I would have _____ for _____.”</p>
Step 3	
<p>Explain to students that, as in Temecula, people from Europe came to settle in this area to use its natural resources, however, there were already many American Indians living there when Europeans arrived.</p> <p>Redistribute students’ individual Student Workbooks. Tell them to turn to Settlements Along the Eastern Seaboard (Student Workbook, pages 3–4). Project American Indian Nations—Eastern Seaboard, 1600 (Visual Aid #2). Explain to them that the map shows the names and locations of eastern American Indian nations when Europeans first arrived. Tell students to use the projected map to complete the assignment on page 1 of Settlements Along the Eastern Seaboard. Give students 10 minutes to complete this task.</p>	<p>RI.5.1: ...read and comprehend informational texts, including history/social studies...texts,...independently and proficiently.</p>

Procedures	Common Core Standards and Applications
Step 4	
<p>When time is up, project the European Landings on the Eastern Seaboard and point out the locations of the first “landings” by European colonists on the eastern seaboard. Have students observe the locations where people chose to settle. Ask, “Based on the map, which areas were considered the most desirable, and why?” (<i>Massachusetts Bay, Chesapeake Bay, Charles River, Hudson River; places along the coastline. People wanted to settle in these places because they had access to resources they needed to survive—salt water, fresh water, land, wood, and other resources.</i>)</p> <p>Explain to students that these people were from many different countries in Europe and were coming to what they called the New World for many different reasons, but the reasons were similar to the reasons Europeans came to California (valuable resources, for land, or for religious reasons). Mention that one of the ways American Indian cultures were different from European cultures was the idea of land ownership and private property. Tell students that the American Indian nations lived and used the resources in their territories, but they did not believe that the land “belonged” to them. Explain that, when the people from Europe came to this place, they believed that they could “buy” and then own any land they wanted, and, like in Temecula, this would cause problems later on.</p>	<p>RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical...text.</p>
Step 5	
<p>Project The 13 Colonies in 1763 (Visual Aid #3). Point to and read the names of the 13 colonies. Tell students that, in a very short time, many more people from Europe came to the East Coast of North America to settle. They built settlements and towns in these colonies, each of which were ruled over by a government or company back in Europe. Tell students to use the projected map to correctly color and label the 13 colonies on page 2 of Settlements Along the Eastern Seaboard. Give students 10 minutes to complete this task.</p>	<p>L.5.4c: Consult reference materials...to...determine or clarify the precise meaning of key words...</p> <p>Suggestion: After students complete the activities, provide groups of 3–4 students with two transparencies, one with the 13 colonies and one with the American Indian Nations. Have students overlay the transparencies so they can compare and contrast the state boundaries with the American Indian Nation boundaries. Ask students which boundaries are similar and which are different. Point out that present state boundaries differ from the boundaries in the past.</p>
Step 6	
<p>Tell students that they will explore the eastern seaboard and the colonies in more detail during the next few lessons, and that they will use these maps as they work.</p> <p>Gather Student Editions and student maps.</p> <p>Collect Student Workbooks and use Settlements Along the Eastern Seaboard for assessment.</p>	n/a

Lesson 2: The Role of the Naturalist

Role-playing as naturalists, students examine information cards of ecosystem goods along the eastern seaboard, taking note of the natural resources that made settlement attractive and possible for Europeans and the people of the American Indian nations.



Use this correlation in place of the **Procedures** on page 52 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the Dictionary and the vocabulary Word Wall Cards to introduce new words to students as appropriate.	<p>L.5.4c: Consult reference materials...to...determine or clarify the precise meaning of key words and phrases...</p> <p>RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text...</p>
Step 1	
Redistribute students' individual Student Workbooks and the Physical Map of the Eastern Seaboard student maps. Ask students to think about what it might have been like for the people sailing from Europe to see the land of the eastern seaboard for the first time. Would they have seen things that were familiar to them, or very different from what they knew back home? (<i>Some things would have been the same; they would have seen trees, rivers, bays, fish, birds and other wildlife. But the kinds of trees, plants, and animals would have been different than what they were used to seeing back in Europe.</i>)	<p>SL.5.1: Engage effectively in a range of collaborative discussions,...building on others' ideas...</p>
Step 2	
<p>Tell students that, during this time, many naturalists traveled with the explorers and colonists to new locations. Their job was to record the names of new plants and animals discovered in the new lands and all along the way. Naturalists sketched and wrote about these new plants and animals, as well as the people who inhabited the new lands. Their notes were important to the people that stayed in the new lands, but were also important to the people back in Europe who were interested in what resources the new lands might have.</p> <p>Explain to the students that they are going to imagine they are naturalists that have come to North America from Europe after the first colonists have arrived and built settlements. In place of exploring a new land, they will study information cards that show some of the popular plant and animal resources at the time. Tell students that actual recordings from naturalists and colonists from that time are quoted on some of the cards; some of the language may be difficult to read since the quotes were written several hundred years ago.</p>	<p>RI.5.4: Determine the meaning of...domain-specific words and phrases...</p> <p>Suggestion: To engage student thinking, provide students with a picture of the sturgeon, which is the common name for <i>Acipenser oxyrinchus oxyrinchus</i>, without telling students its name. Ask students if they had seen this fish, what would they have called it. Repeat with the picture of the witch hazel, which is the common name for <i>Hamamelis virginiana</i>. Explain to students that common names differ from scientific names. Common names can vary depending upon the region. For example, the mountain lion is also known as a puma and a panther.</p>

Procedures	Common Core Standards and Applications
Step 3	
<p>Organize students into four groups. Tell them to turn to Naturalist Notes (Student Workbook, pages 5–6). Explain that they will work with their group to complete the chart on Naturalist Notes, describing each resource in a few words, how it was used, and who used it. Remind students that, although they are working as a group, each of them must complete their own copy of Naturalist Notes.</p> <p>Give each group one set of Ecosystem Goods (Information Cards #1–10). information cards. Explain that group members may read the cards aloud, or find some other way to share the cards so that each student may examine and take notes on all ten natural resources. Give students 30 minutes to complete this activity.</p>	<p>RI.5.7: Draw on information from...print or digital sources, demonstrating the ability to locate an answer...</p> <p>Suggestion: <i>Students could also use online resources to research the natural resources.</i></p> <p>SL.5.1: Engage effectively in a range of collaborative discussions...with diverse partners...</p> <p>W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.4: Produce clear and coherent writing...</p> <p>W.5.9: Draw evidence from...informational texts...</p>
Step 4	
<p>When time is up, review some of the answers for Naturalist Notes by asking volunteers to share their answers.</p>	<p>SL.5.1a: Come to discussions prepared...</p> <p>Suggestion: <i>Have student groups become experts for one Ecosystem Good and have each group share one or two highlights from their research.</i></p>
Step 5	
<p>Have students turn to Using Ecosystem Goods and Ecosystem Services (Student Workbook, page 7). Read the prompt aloud and ask students to write a short answer to the question as homework, using information from today's lesson.</p> <p>Gather the student maps and information cards.</p> <p>Collect Student Workbooks and use Naturalist Notes and Using Ecosystem Goods and Ecosystem Services for assessment.</p>	<p>W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.4: Produce clear and coherent writing...</p> <p>W.5.9: Draw evidence from...informational texts...</p> <p>Suggestion: <i>Ensure that students use complete sentences that embed and clarify the meaning of vocabulary words.</i></p>

Lesson 3: An Ocean of Services

Students observe a demonstration of how surface currents form in the ocean, examine maps of the Gulf Stream and other major currents in the Northern Atlantic, and consider how knowledge of these ocean “services” affected colonial development.



Use this correlation in place of the **Procedures** on pages 72–74 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the Dictionary and the vocabulary Word Wall Cards to introduce new words to students as appropriate.	<p>L.5.4c: Consult reference materials...to...determine or clarify the precise meaning of key words and phrases...</p> <p>RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text...</p>
Step 1	
Call students’ attention to the World wall map and locate the Atlantic Ocean, Europe, and the East Coast of the United States. Ask the class what the term “trans-Atlantic” means. (<i>Across the Atlantic Ocean.</i>) Ask students how people cross the Atlantic today between Europe and the United States. (<i>Airplane, boat, submarine</i>) Ask students to describe how traveling on a boat during colonial times would have been different than today. (<i>Today the boats have engines to power them. Back then, the boats moved by wind power, or people rowing, or from the currents in the water.</i>)	SL.5.1: Engage effectively in a range of collaborative discussions...with diverse partners...
Step 2	
Explain that in 1492, Columbus left Spain to sail to India, not realizing there was a continent between Spain and Asia. (<i>Note: Point out both locations on World wall map.</i>) He first sailed south to the Canary Islands, and, five days later, after restocking his supplies, he began the journey west across the Atlantic Ocean. Columbus left Spain on August 3 rd and landed on San Salvador (in the West Indies) on October 12th. He had covered 4,200 miles in seventy days of relatively easy sailing. (<i>Note: Write these numbers on the board.</i>) Thus, Columbus averaged sixty-five miles per day during his journey.	SL.5.1: Engage effectively in a range of collaborative discussions...with diverse partners...

Procedures	Common Core Standards and Applications
Step 2 (Continued):	
<p>Tell students that in 1620, the Pilgrims left England in order to sail to the Virginia colonies. They set sail from a port much farther north, and headed directly west, and landed off the coast of Cape Cod (Massachusetts), sixty-four days later. (<i>Note: Point out both locations on the map.</i>) Their journey was not easy – their ships were battered by storms and waves and they almost ran out of food and water because the journey took longer than they expected. In only six fewer days than Columbus, they had only traveled 3,300 miles; barely fifty miles per day. (<i>Note: Write these two numbers on the board.</i>) Ask students, “Why do you think Columbus’ travels were so much faster and easier than the Pilgrims’ journey?” (<i>He was an experienced sailor with a good crew; he traveled at the right time of the year.</i>)</p> <p>Remind students that these ships needed wind and water power to move. Tell students that the reason for Columbus’ “easy” journey was his use of a very important ecosystem service, ocean currents.</p> <p>Tip: Use map pins to indicate the path of the journey.</p>	<p>SL.5.1: Engage effectively in a range of collaborative discussions...with diverse partners...</p>
Step 3	
<p>Have students gather around (or observe) the stream table (or large pan) of water. Tell students that the water in the ocean is full of currents going in many directions. Some of these currents go up and down; from deep in the ocean to the surface. Other currents, called surface currents, travel long the surface of the ocean, although these currents can be many hundreds of feet thick, and hundreds of feet wide. Explain that ocean currents are like rivers in the ocean.</p> <p>Sprinkle some paper confetti on the surface of the water in the stream table. Have students observe how (if) the confetti is moving. Ask for a student volunteer to come up to the stream table and gently blow across the top of the water with a drinking straw. Have students observe and describe what happens to the confetti when wind blows across the top of the water. (<i>It moved in the direction that the wind was blowing.</i>) Explain to students that this is precisely how surface currents in the ocean form—from wind.</p> <p>Ask a student volunteer to come and blow through the straw onto the surface of the water, creating a strong current in the stream table, as evidenced by the moving confetti. As the student continues to blow on the water, creating the current, drop the folded-paper boat somewhere into the current that has formed. Ask students to observe the movement of the boat and describe how the current is providing a “service” to the boat. (<i>The boat cannot move on its own, but the boat can move with the current in the water, in the direction that the current is traveling.</i>) Tell students that ocean currents are an example of an ecosystem service. They are naturally occurring water flow patterns that benefit humans. Also explain that since ocean currents need wind to form, wind is also an ecosystem service, as it benefits humans, too.</p>	<p>SL.5.1: Engage effectively in a range of collaborative discussions...with diverse partners...</p> <p>Suggestion: To extend the learning in this step, ask students to discuss what they expect to happen to the confetti when wind is introduced across the top of the water. Then ask students what they expect to happen when a model boat is used instead of confetti. Explain that the process they are engaging in is part of the scientific method, and they are making hypotheses.</p>

Procedures	Common Core Standards and Applications
Step 4	
<p>Project Wind Currents of the Northern Atlantic (Visual Aid #4). Point out the origin and direction of the trade winds and the “westerlies.” Tell students that there is also a large air current, called the “jet stream” that travels across the continental United States, out over the Atlantic, into Northern Europe.</p> <p>Ask students to look at the direction of these winds and imagine, when they move across the ocean water in the Atlantic, how they make the water move between Europe and the Americas. (<i>The ocean currents would move in the same direction as the winds. The water under the westerlies would move toward Europe, while the water under the trade winds would move toward North America. The jet stream would create a current that moved toward Europe in the North Atlantic.</i>)</p>	<p>SL.5.1: Engage effectively in a range of collaborative discussions...with diverse partners...</p> <p>SL.5.5: Include multimedia components...and visual displays...to enhance the development of main ideas or themes.</p> <p>Suggestion: <i>Students may need scaffolding to process the amount of information presented in this format. This is a good opportunity to introduce the necessity of note-taking. The teacher may want to provide a scaffolded note-taking guide or have students use current note-taking strategies.</i></p>
Step 5	
<p>Project Ocean Currents of the Northern Atlantic (Visual Aid #5) and redistribute students’ individual Student Workbooks. Tell students to turn to Atlantic Ocean Services (Student Workbook, pages 8–9). Explain to students that they will name and label the directions of the main ocean currents in the North Atlantic Ocean.</p> <p>On Ocean Currents of the Northern Atlantic point out the Gulf Stream. Explain to students that, originating in the warm Gulf of Mexico, the Gulf Stream is a huge surface current that is one mile deep and half as wide as California (approximately 150 miles wide). Tell students that the Gulf Stream moves a huge amount of water at a very fast rate that continues to gain speed as it moves north.</p> <p>Point out the Labrador Current, which comes down out of the North to join the Gulf Stream, and is pushed along by the jet stream that blows across the North Atlantic. Together, the Labrador and the Gulf Stream form the North Atlantic Drift that flows toward Ireland and England. Have students label these currents and their directions on their maps.</p> <p>Finally, explain that the trade winds that blow over the tropics from Africa are moving the water from east to west, near the Equator. Tell students that this is the North Equatorial Drift that flows into the Gulf of Mexico and becomes that water that will eventually flow north in the Gulf Stream. Point out the North Equatorial Drift and ask students to think about where there must be a current that connects the water near Europe in the north, to water in the south, near Africa. Point out and label this current as the Canary Current. Ask students where Columbus left Europe for the “Indies.” (<i>The Canary Islands</i>) Explain that, when he did, his ship entered the Canary Current and eventually moved into the North Equatorial Drift and across the ocean, in an “easy” seventy days, to the West Indies.</p>	<p>L.5.4c: Consult reference materials...to...determine or clarify the precise meaning of key words and phrases...</p> <p>RI.5.10: ...read and comprehend informational texts, including history/social studies, science...texts...</p> <p>SL.5.5: Include multimedia components...and visual displays...to enhance the development of main ideas or themes.</p> <p>W.5.8: Recall relevant information from experiences or gather relevant information from print...sources; summarize or paraphrase information in notes and finished work...</p> <p>Suggestion: <i>After discussing students, observations, ask students to summarize what they learned about water and air currents.</i></p>

Procedures	Common Core Standards and Applications
Step 6	
<p>Ask students to think about where the Pilgrims left Europe for North America. (<i>From the north; near England.</i>) Tell students that the Pilgrims sailed against many of the currents and this is why their journey was not as “easy” and took longer than expected.</p> <p>Using Ocean Currents of the Northern Atlantic, explain to students that once the people traveling from Europe learned about the currents in the North Atlantic, they began using them as we use highways today—they knew where to launch their ships and in which direction to travel to make the most of the “ecosystem services” that the wind and water currents provided. Soon, there were protected trade routes across the Atlantic, following the Gulf Stream, the North Atlantic Drift, the Canary Current, and the North Equatorial Drift. Ships leaving the eastern seaboard for Europe knew to follow the Gulf Stream to the North Atlantic Drift for the fastest, safest route. Ships leaving Europe followed the Canary Current down toward Africa, picked up additional supplies, and then headed across the ocean on the North Equatorial Drift. Once reaching the West Indies, the ships would travel up the Gulf Stream to the colonial ports on the eastern seaboard. Tell students that it is important to understand that, in sea travel, going with the flow was easier and more efficient than going against it. However, colonists did not really understand the Gulf Stream well until the end of the 1700s.</p>	<p>L.5.4c: Consult reference materials...to...determine or clarify the precise meaning of key words or phrases.</p>
Step 7	
<p>Ask students, “How do you think knowing about these currents helped the colonies? (<i>Knowing about these currents could help the colonists make trips to and from Europe faster.</i>) “Why was that important?” (<i>Ships could now bring more supplies and people from Europe to the colonies. Resources and goods from the colonies could get to Europe faster, too.</i>)</p> <p>Call students’ attention to the question on page 2 of Atlantic Ocean Services. Have students use the information from today’s lesson, and any other information in their Student Workbooks to answer the question for homework.</p> <p>Collect Student Workbooks and use Atlantic Ocean Services for assessment.</p>	<p>RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical...text.</p> <p>RI.5.7: Draw on information from...print or digital sources, demonstrating the ability to locate an answer...</p> <p>SL.5.1: Engage effectively in a range of collaborative discussions...with diverse partners...</p> <p>W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.4: Produce clear and coherent writing...</p> <p>W.5.9: Draw evidence from...informational texts...</p> <p>Suggestion: Discuss how the map supports an understanding of their task.</p>

Lesson 4: The Development of Colonial Economies

Students form “colonial” groups, read about the development of their colony, and begin to fill in a chart that identifies the ways in which the environment influenced the type of economy that developed in their specific region. Each “colonial” group prepares a brief colonial “report” which they share with the class. Students write letters to their European “sponsors” describing a business that they would like to start up in the colony to which they have been assigned.



Session 1

Use this correlation in place of the **Procedures** on pages 84–85 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the Dictionary and the vocabulary Word Wall Cards to introduce new words to students as appropriate.	<p>L.5.4c: Consult reference materials...to...determine or clarify the precise meaning of key words and phrases...</p> <p>RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text...</p>
Step 1	
Ask students to think about the “discovery” the colonists made about the Atlantic ocean and how that “service” could help them survive in the New World. (<i>The Gulf Stream was a large current in the ocean off the eastern seaboard that flowed from the south to the north. The colonists could use the current to help their ships travel to Europe faster. This could help their economy grow because they could send more resources to Europe.</i>) Project The 13 Colonies in 1763 (Visual Aid #3) and tell students that once the colonists had learned about the natural resources around them and how to use them, the colonies began to grow very large. Explain that settlements turned into towns, and new businesses opened up to produce and sell goods to other colonies and to consumers in Europe.	<p>SL.5.1: Engage effectively in a range of collaborative discussions...with diverse partners...</p>
Step 2	
Project A Letter from Thomas Hariot (Visual Aid #6). Explain to students that we know a lot about the development of the colonies at this time through letters that the colonists wrote to their sponsors in Europe. Tell students that these letters were a form of “colonial advertising”—many of the letters were published in newspapers in Europe, or were shared with the kings and the rest of the court. Read the letter aloud to students, pausing often to make sure they understand the meaning. Project and read aloud A Letter from Thomas Morton (Visual Aid #7) and A Letter from John Lawson (Visual Aid #8) to students. Ask students what the overall message is in all three letters. (<i>That the colonies were full of resources, the climate and the soil were good for farming, and that, even though some people got sick, the colonies were a great place to live.</i>)	<p>RI.5.4: Determine the meaning of general academic and domain-specific words and phrases...</p> <p>RI.5.6: Analyze multiple accounts of the same...topic, noting important similarities and differences in the point of view they represent.</p> <p>SL.5.1: Engage effectively in a range of collaborative discussions...with diverse partners...</p> <p>SL.5.5: Include multimedia components...and visual displays...to enhance the development of main ideas or themes.</p>

Procedures	Common Core Standards and Applications
Step 2 (Continued):	
<p>Explain to students that they will be assigned one of the 13 colonies to study. They will work with the other students in their group to fill in a chart with information about their colony, and then prepare a presentation about their colony to the rest of the “colonial” groups.</p> <p>Tip: <i>Presentations could be made using multimedia such as slide show presentation tools.</i></p>	<p>RI.5.4: Determine the meaning of general academic and domain-specific words and phrases...</p> <p>RI.5.6: Analyze multiple accounts of the same...topic, noting important similarities and differences in the point of view they represent.</p> <p>SL.5.1: Engage effectively in a range of collaborative discussions...with diverse partners...</p> <p>SL.5.5: Include multimedia components...and visual displays...to enhance the development of main ideas or themes.</p>
Step 3	
<p>Organize students into 13 groups and assign each group one of the 13 colonies. Redistribute students’ individual Student Workbooks and the Student Editions and have them locate the reading about their assigned colony in Colonial Economies (Student Edition, pages 6–18). Tell students to read about their colony individually, paying attention to how the colony developed.</p> <p>Next, have students turn to Colonial Economies Chart (Student Workbook, pages 10–12), and review the instructions on the chart with the class. Inform students that they are looking for examples of the ecosystem goods and ecosystem services available to their colony and the main types of businesses that developed there because of those resources. Direct students to work with the other members of their “colonial” group to re-read Colonial Economies and complete the row on the chart that corresponds to their colony.</p>	<p>RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical...text.</p> <p>RI.5.4: Determine the meaning of general academic and domain-specific words and phrases...</p> <p>W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.4: Produce clear and coherent writing...</p>
Step 4	
<p>When all the groups have finished filling out the row about their assigned colony on the Colonial Economies, explain to students that each of their “colonial” groups will prepare a brief report about their colony that they will present to the rest of the class. Distribute a Physical Map of the Eastern Seaboard student map to each group. Tell them that they should reference the Physical Map of the Eastern Seaboard and Settlements Along the Eastern Seaboard (Student Workbook, pages 3–4), their Naturalist Notes (Student Workbook, pages 5–6), and other work in their Student Workbook to help them complete the task.</p> <p>Tell students to make sure that they include how natural resources are connected to businesses in their colony in their presentation. Help students get started by asking, “How has your colony been able to support itself?” (<i>For example, Massachusetts might answer that they make money by building ships and trading goods, such as beaver furs.</i>) Make writing paper available to the groups and give students the remaining class time to begin preparing their reports.</p> <p>Tip: <i>Multi-media resources could be used for research and presentation.</i></p>	<p>L.5.1: Demonstrate command of...standard English grammar and usage...</p> <p>L.5.2: Demonstrate command of...standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.3: Use knowledge of language...when writing...</p> <p>RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical...text.</p> <p>RI.5.4: Determine the meaning of general academic and domain-specific words and phrases...</p> <p>SL.5.1: Engage effectively in a range of collaborative discussions...with diverse partners...</p> <p>SL.5.5: Include multimedia components...and visual displays...to enhance the development of main ideas or themes.</p> <p>W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>

Procedures	Common Core Standards and Applications
Step 4 (Continued):	
	Suggestion: <i>This is an opportunity for students to use creativity and multimedia tools in presenting their reports. In all cases, stress to students that they need to be able to provide a list of resources from where they gathered their information.</i>
Step 5	
Gather Student Editions and the student maps. If desired, have students take their Student Workbooks home to allow them to finish preparing their colony report to present at the next session. If not, collect Student Workbooks .	n/a

Session 2

Use this correlation in place of the **Procedures** on page 86 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
Step 1	
Have students sit with the other members of their "colonial" groups. Project The 13 Colonies in 1763 (Visual Aid #3) and give the groups five minutes to prepare their notes for their colony reports to the class. When time is up, tell students to turn to Colonial Economies Chart (Student Workbook, pages 10–12) and instruct them to fill in the rest of the chart based on each group's presentation. When ready, call on each "colonial" group, in turn, to present information about their colony to the rest of the class. The presentations should take no more than two minutes each. Make sure students are filling out their individual copies of the Colonial Economies Chart . If time permits, give students a chance to ask questions of each "colonial" group about their colony.	SL.5.1: Engage effectively in a range of collaborative discussions...with diverse partners... W.5.4: Produce clear and coherent writing...
Step 2	
When all the groups have presented and students' Colonial Economies Charts are complete, ask the class, "What types of businesses were important to all of the colonies?" (<i>Farming and trade were important in all of the colonies.</i>) Conduct a quick verbal quiz with the class based on the following questions: <ul style="list-style-type: none"> ■ Which colonies exported/traded in tobacco? (<i>Virginia, Maryland</i>) ■ Which colonies traded with American Indians for beaver furs? (<i>New Hampshire, Massachusetts, Connecticut</i>) ■ Which was the last colony to be established? (<i>Georgia</i>) ■ Which colony was one of the first to build a grain mill using water power? (<i>Rhode Island</i>) ■ People in which colonies hunted whales for their oil? (<i>Delaware, New Jersey, Massachusetts, Connecticut</i>) 	SL.5.1: Engage effectively in a range of collaborative discussions...with diverse partners... SL.5.2: Summarize...information presented...visually... and orally.

Procedures	Common Core Standards and Applications
Step 2 (Continued):	
<ul style="list-style-type: none"> ■ Which colony was founded by William Penn, for religious reasons? (<i>Pennsylvania</i>) ■ Which colony grew wheat and used the Hudson River? (<i>New York</i>) ■ Which colonies were established around the Chesapeake Bay? (<i>Virginia, Maryland</i>) ■ Hickory trees, used for their nuts, wood, and tar, were harvested in which colonies? (<i>North Carolina, South Carolina</i>) ■ Which colonies had large plantations? (<i>The southern colonies</i>) <p>Explain that the different types of economies that developed in the colonies soon started to separate the colonial regions from one another. For example, northern colonies built ships and sold many products, such as beaver furs and furniture items, to other countries in Europe, because their soil was not fertile enough to support a lot of agriculture. The northern colonies became known for their manufactured goods, while the colonies in the south became known for their agricultural goods. Tell the class that in the next lesson they will see how the colonies started to group together based on the businesses, resources, and lifestyles that they had in common.</p>	<p>SL.5.1: Engage effectively in a range of collaborative discussions...with diverse partners...</p> <p>SL.5.2: Summarize...information presented...visually...and orally.</p>
Step 3	
<p>Tell students to turn to Colonial Report (Student Workbook, page 13). Read the instructions with the class, and remind students about the letters they read together in Session 1. (<i>Note: If necessary, review A Letter from Thomas Hariot, A Letter from Thomas Morton, or A Letter from John Lawson, Visual Aids #6–8</i>) Explain to students that they are to complete the letter to their sponsor as homework, using any information they have about the colony to which they were assigned.</p> <p>Collect Student Workbooks and use the Colonial Economies Chart and the Colonial Report for assessment.</p>	<p>SL.5.1: Engage effectively in a range of collaborative discussions...with diverse partners...</p>

Lesson 5: Colonial Differences

Students identify commonalities among the colonies in each of the colonial regions. They compare the regions' ecosystem goods, ecosystem services, and economies. They discuss how natural resources have influenced settlement in North America, and the relationship between the American Indians and Europeans.



Use this correlation in place of the **Procedures** on pages 112–113 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the Dictionary and the vocabulary Word Wall Cards to introduce new words to students as appropriate.	<p>L.5.4c: Consult reference materials...to...determine or clarify the precise meaning of key words and phrases...</p> <p>RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text...</p>
Step 1	
<p>Have students sit in their “colonial” groups from Lesson 4. Redistribute students’ individual Student Workbooks, the Student Editions, and distribute a Physical Map of the Eastern Seaboard student map to each group. Tell students to turn to Settlements Along the Eastern Seaboard (Student Workbook, pages 3–4), and Colonial Economies Chart (Student Workbook, pages 10–12). Explain that students will use these to discover how the colonies began to relate to one another over time.</p> <p>Ask the class, “What did all of the colonies have in common?” (<i>People from Europe that settled in them; economies that had something to do with the ecosystem goods and ecosystem services available to them.</i>) Tell the students that they will compare the colonies to find similarities and differences in them.</p>	<p>SL.5.1: Engage effectively in a range of collaborative discussions...with diverse partners...</p> <p>W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.4: Produce clear and coherent writing...</p> <p>W.5.9: Draw evidence from...informational texts...</p>
Step 2	
<p>Project The 13 Colonies in 1763 (Visual Aid #3). Explain that the colonies fell into three regions, and that each of these regions had things in common that separated it from the other regions. Write on the board and tell students that the regions were: New England, the Middle Colonies, and the Southern Colonies. Have students look at the map on The 13 Colonies in 1763 and predict which colonies fell under which region. Write the following colonies under each region on the board:</p> <ul style="list-style-type: none"> ■ New England Colonies: Massachusetts, New Hampshire, Rhode Island, and Connecticut ■ Middle Colonies: New York, Pennsylvania, New Jersey, and Delaware ■ Southern Colonies: Maryland, Virginia, North Carolina, South Carolina, and Georgia 	<p>SL.5.1: Engage effectively in a range of collaborative discussions...with diverse partners...</p> <p>SL.5.5: Include multimedia components...and visual displays...to enhance the development of main ideas or themes.</p>

Procedures	Common Core Standards and Applications
Step 2 (Continued):	
Have each of the “colonial” groups sit together to form three large groups based on these regional divisions. Tell students that, in their regional group, they will first work to discover what it is they all have in common. Then they will compare themselves to the other two regions.	<p>SL.5.1: Engage effectively in a range of collaborative discussions...with diverse partners...</p> <p>SL.5.5: Include multimedia components...and visual displays...to enhance the development of main ideas or themes.</p>
Step 3	
<p>Tell students to turn to Colonial Comparisons (Student Workbook, pages 14–15). Review the questions on Colonial Comparisons with the class. Ask students to work together to complete the chart comparing the colonies within their regional group. Tell students they may use any of the materials in their Student Workbook to help them. Explain that even though they are working as a group, they still need to complete their individual copy of Colonial Comparisons. Give the regional groups 20 minutes to complete both sides of Colonial Comparisons.</p> <p><i>Tip: Have the chart expanded to poster size so all students can see the working product. To re-use, have students add their input using sticky notes.</i></p>	<p>RI.5.3: Explain the relationships...between two or more...ideas, or concepts...based on specific information in the text.</p> <p>SL.5.1: Engage effectively in a range of collaborative discussions...with diverse partners...</p>
Step 4	
<p>When time is up, project Three Regions of Colonial America (Visual Aid #9) and tell students to turn to Three Regions of Colonial America (Student Workbook, page 16). Have volunteers from each of the regional groups share information to complete the Venn diagram as a class. Remind students to list similarities between the regions in the overlapping sections of the diagram, while unique characteristics of the regions should be listed in the outer portions of the circles. (Note: An Answer Key and Sample Answers for Three Regions of Colonial America are provided on page 122.)</p>	<p>SL.5.1: Engage effectively in a range of collaborative discussions...with diverse partners...</p>
Step 5	
<p>Project New England Colonies, Middle Colonies, and Southern Colonies (Visual Aids #10–12) one at a time and review the types of industries unique and common to each colonial region. Remind students that it was the natural resources of each region that made these similarities and differences possible.</p> <p>When students have completed Three Regions of Colonial America, ask, “Why do people settle where they do? How do ecosystem goods and ecosystem services influence these decisions?” (Natural resources, such as trees, rivers, fertile soil, the ocean, and fur-bearing animals influence people’s decisions to settle in certain areas. People want to settle where they can make a living—grow food, build things [for example, ships from timber], trade with other colonies or nations, use the ocean and rivers for transportation and trade, and find animals for furs and meat. They also need clean water to drink and the protection that might be provided by mountains or bodies of water.)</p>	<p>SL.5.1: Engage effectively in a range of collaborative discussions...with diverse partners...</p> <p>SL.5.2: Summarize...information presented...visually...and orally.</p> <p>Suggestion: When answering questions, have students identify the text that supports their answers.</p>

Procedures	Common Core Standards and Applications
Step 6	
<p>Tell students to think about California Connections: Settling Temecula, that they read in Lesson 1. Ask students, “What happened to the American Indians in the Temecula Valley when other people began to settle there?” (<i>There were fights over natural resources, such as good land for farming and grazing, and water. The American Indians had their land taken away, and then some of it was returned to them later, but they could not do whatever they wanted with it.</i>) Project The Proclamation of 1763 (Visual Aid #13). Tell students that the colonial powers (countries in Europe that controlled the 13 colonies), issued a proclamation in 1763 that drew a line at the Appalachian Mountains, reserving the lands and resources to the west of that line for the American Indian nations. Ask students if that line still exists today. (No) Ask them to think about what might have happened to it and the proclamation. (<i>Answers will vary, but should include the idea that the colonies continued to grow after 1763 and needed more resources. Settlers crossed over the mountains to find more land and resources, and the American Indian nations had lands taken away from them, again.</i>)</p> <p>Gather Student Editions and the student maps.</p> <p>Collect Student Workbooks and use Colonial Comparisons and Three Regions of Colonial America for assessment.</p>	<p>SL.5.1: Engage effectively in a range of collaborative discussions...with diverse partners..., building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b) Follow agreed-upon rules for discussions and carry out assigned roles. c) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. <p>Suggestion: Before gathering the student editions and maps, refer back to the maps and have students explain how the information from the maps, the diagrams in the Visual Aids, and the text from the reader work together to help them understand the main ideas and details.</p>

Unit Assessment

Refer to the introduction pages at the front of this document for information regarding the Traditional and Alternative Assessments for this unit and their Common Core correlations.

California Common Core State Standards Descriptions

Language Standards

- **L.5.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.5.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.5.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.5.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.
 - c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases **and to identify alternate word choices in all content areas. CA**

Reading Standards for Informational Text

- **RI.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.5.2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **RI.5.3:** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- **RI.5.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area. (See grade 5 Language standards 4–6 for additional expectations.) CA*
- **RI.5.6:** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- **RI.5.7:** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- **RI.5.10:** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Speaking and Listening Standards

- **SL.5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
 - a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b) Follow agreed-upon rules for discussions and carry out assigned roles.
 - c) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - d) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- **SL.5.2:** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.5.5:** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Writing Standards

- **W.5.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.5.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- **W.5.4:** Produce clear and coherent writing (**including multiple-paragraph texts**) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **CA**
- **W.5.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **W.5.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.